|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2011-2012**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **MATHS: Independent Inquiry: Measurement** | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  Diagnostic **Formative** Summative | | | |
|  |  | | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  **Open-ended Task**  Other | | **Tools**  Rubric  Exemplars  **Checklist**  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators** ☑ Estimates, compares and measures, with non-standard units of measurement length, height and weight (short, long, tall, heavy, light). (Phase 1) | | | | | | **Skills:**  measurement. | | | | | |
| **Materials:** materials for measuring, circle, monkey bars, notebooks, | | | | | | **Grouping**  Individual  Pairs  Small group  **Half group**  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  **Alternative**  Parallel  Stations |
| **Date: Week 31**  **April 16 to the 20th** | | | **Time:** 45 min | | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening: T**he teacher willremind the children the last activity and reflect on the reached conclusions, after that He/She presents 6 different proposals to measure objects, which are important in their everyday school life. | | | | | | | | | | | |
| **Main Activity:** Children will choose a proposal and measure the object having in mind the tool and how many times they will be using the tools to accomplish the goal (class circle, height of the board, the length of the notebook, length of the folder, the height of the monkey bars, the height of the sink). The teacher will invite them to reflect on the tool they chose to measure and why it is important it must be the same for measuring the chosen object.  Each child will choose one proposal, that means in each group will be 4 children. In half groups, parallel teaching it will be 3 rotations, If time permits.  **Closing:** Afte that children, in the circle, will share their experiences. The most important thing is to reflect on the importance of developing these skills to function properly in their daily life. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |